

Feature: The NCCET — An Envable Record



ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION

**Editorial: Labor Supports
Educational Television**

**FEBRUARY
1956**

EDITORIAL

LABOR SUPPORTS ED. TV

The writer is happy to learn that the recent AFL-CIO Convention passed a strong resolution favoring Educational TV. Text of the resolution follows:

"We believe that educational TV has proved its value where stations have been established and we insist the Federal Communications Commission continue to reserve the channels exclusively for educational purposes.

"All TV educational stations should have an operating committee fully representative of all interests in the community."

Morris S. Novik, New York radio consultant, AERT member and long-time friend of educational broadcasting, who provided the text of the resolution, wrote also that Mr. Meany filed a statement with the FCC on December 15 opposing any reduction in the present allocation plan. The highlight of Mr. Meany's statement is the following sentence:

"This proceeding, in my judgment, should be geared to having as many channels as possible for as many television stations as possible, in as

many communities as possible."

He went on to emphasize in his letter that

"In addition to the use of these 82 television channels for commercial purposes, the future of educational television also is now at stake. You know, of course, the role of organized labor in the development of the American public school system. Labor has for many years also been vitally concerned with educational radio and television. It has vigorously supported the educational television reservation by your Commission by appearing in those hearings. Any proposed cutback in the number of television channels will threaten these reserved channels and endanger the future of a nationwide educational television system."

Organized labor deserves congratulations for its continued vigorous support of educational television. If other interested groups and individuals act with the same determination, this vital natural resource will be protected against those solely motivated by profit and preserved for the benefit of posterity. — TRACY F. TYLER, *Editor*.

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The NCCET — An Envable Record

THE National Citizens Committee for Educational Television, located in the Ring Building, Washington, D. C., terminated its operations on January 31, 1956. On December 19, 1955 the Ford Foundation announced 3 grants to educational television totalling \$6,493,840. Two of the grants, one of \$6,263,340 and another for \$90,500, go to the Educational Television and Radio Center at Ann Arbor, Michigan, and the third of \$140,000 to the Joint Council on Educational Television in Washington.

The publicity and information services, formerly offered by the NCCET to members of its Advisory Council and the general public, will be transferred to the Center. Any development which concerns the educational TV reservations or the Federal Communications Commission will be the responsibility of the Joint Council on Educational Television.

The NCCET was established in November, 1952, to give special momentum to the ETV movement in its early stage following the reservation of channels by the FCC. It did this by acquainting business, professional and civic leaders and organizations with the problem and by encouraging them to support the educators in their efforts to build and operate the stations. Established under a grant from the Fund for Adult Education, an independent organization of the Ford Foundation, it was designed to enlist as broad a base of citizen support as possible. The Joint Committee for Educational Television, which had already

been in the field for some months, represented within itself the principal educational groups, and quite properly focused its efforts on educators as well as serving as a consulting center on legal and engineering problems.

Robert R. Mullen, who had been public relations chief for the Citizens for Eisenhower during the 1952 campaign, was recruited to serve as executive director of NCCET. Mr. Mullen had formerly been an editorial writer for *The Christian Science Monitor* and *Life* magazine. In 1949 he was appointed chief of information of the Economic Cooperation Administration.

Consultants and staff members were sent to various parts of the country to help in local situations where there was active interest in building ETV stations. In the first ninety days of the Committee's existence, staff and consultants travelled approximately 60,000 miles, were active in 18 states, affecting 101 channels. A brochure, news releases, and a film entitled "New Vision for Television," were prepared for general distribution. Some 3,000 inquiries had been received; more than 55,000 copies of the first brochure had been distributed. Dr. Milton Eisenhower and Marion Folsom

On The Cover

Frederick B. Bate (left), Field Liaison Officer, National Citizens Committee for Educational Television, and former Manager of Shortwave Operations, National Broadcasting Company, with Robert R. Mullen, Executive Director of the NCCET.

served as honorary chairmen of the NCCET during its initial phase.

By early 1953 a field staff capable of covering the entire nation had been engaged and quickly put into action. All of the important cities in which channels for educational television had been reserved were covered by these men; most of this was by personal calls on civic and citizen leaders.

All of these activities were supported by a vigorous public relations program that was also launched in early 1953. This campaign, mainly on a national level but with advice and assistance to local groups, was designed to make Americans aware of educational television and the opportunities that it offered. All the media were used. A newsletter, designed to inform people along with press, magazines, radio, and television, was started. Its circulation grew to 30 thousand and it was held to that figure by design. Wide use of newsletter material in newspapers, national magazines, and organization publications followed. Brochures and other promotional materials were published to support the activities of those who were working to get stations on the air. Stories and pictures were prepared for leading mass-circulation media.

In an article for the *AERT Journal* of October, 1953, entitled "The Citizen and Educational TV" Mr. Mullen stated:

"There are some new faces in the American educational broadcasting picture today. And they are growing in number. These are the faces not of educators nor of broadcasters but of a species hitherto much of a stranger to the field — lay persons, members of the general public.

"This citizen participation was not there in the history of AM. Nor was it there in the movement to establish stations on the 20 channels re-

served for educators in the FM band.

"This new fact in broadcasting is peculiar to the rise of educational television and is, I believe, a most hopeful augury of success in this exciting venture. . . ."

In the hindsight of 2 years it is interesting to note how much of the augury has come true.

On May 4, 1953, in the Wardman Park Hotel in Washington, the NCCET and JCET sponsored the first National Conference on Educational Television. There were morning and afternoon sessions devoted to discussions of equipment and the latest technical developments available for educational TV stations, national reports, exchange of experiences, and fund raising. The conference closed with a dinner meeting with members of the Federal Communications Commission as honor guests to hear a national progress report.

By June 8, 1953, twenty-three national organizations had accepted NCCET's invitation to become members of its Advisory Council and to support, through their local memberships, the organization of community projects and the building of educational television stations. At present, 106 organizations, representing a cross section of American public opinion, comprise the NCCET Advisory Council. Among the organization members are the General Federation of Women's Clubs, CIO-AFL, American Association for the Advancement of Science, American Dental Association, the Farm Bureau and the Grange, American Institute of Banking, American Association of University Women, and the National Jewish Welfare Board. Nine of the 106 are listed as "cooperating with the National Citizens Committee for Educational Television," but their policy precludes official endorsement of any



Earl Minderman of NCCET addresses citizen's group on educational television at the University of Wisconsin in Madison.

group or organization. Among these nine are the Association of the Junior Leagues of America, Inc., the National Association of Manufacturers, the YMCA, the Chamber of Commerce of the United States, and the American Bar Association.

These national groups have been the strength of the community movement. They have participated in citizens organizing committees, fund campaigns, panel discussions, and have opened speakers bureaus, adopted ETV as national projects, passed resolutions at their conventions, distributed ETV literature, and published articles and news items in their national magazines and newsletters. When there have been challenges to educational TV reservations, they have protested

to the FCC. The NCCET has kept these groups informed of all developments in educational television throughout the country through its brochures, pamphlets, releases, reprints, speakers kits, manuals, and newsletters. The film, "New Vision for Television," has been booked 500 times across the nation, including 114 showings on commercial outlets. These bookings do not include showings on the West Coast and in major Eastern and Mid-western cities where prints of "New Vision" on permanent loan to local ETV groups were in constant circulation for nearly two years. A speakers bureau was established to service groups in channel areas.

The board of the National Citizens Committee for Educational

Television includes educators and national leaders such as Paul G. Hoffman; Dr. Ralph Lowell of the Lowell Institute of Boston; Raymond Witcoff, who became chairman of NCCET with the resignation of Dr. Milton Eisenhower after the inauguration of Dwight D. Eisenhower; James D. Zellerbach, president of Crown Zellerbach Corporation; P. B. Wishart, president of Minneapolis-Honeywell Regulator Company and Eugene R. Black, president of the International Bank for Reconstruction and Development. It was Mr. Mullen's idea that the Board should be composed of leading non-educator citizens from each community undertaking a station at that time. The members are truly interested in educational television. They visited each other's communities, made speeches and helped with counsel and suggestions. Thus a connective tissue for the national ETV project and support for the Center were engendered.

There are now 18 stations on the air, 8 building, and progressive activity in 100 communities toward ETV stations. The following factors denote increasing interest across the country:

1. Requests for exhibits, films, and NCCET information material. (210,054 assorted pieces of printed material were mailed out on request to local members of the organizations alone in the past year. This figure is exclusive of the routine requests of the general public.) Three traveling exhibits have gone from coast to coast to state fairs, summer institutes, workshops, conferences, and conventions.
2. More students writing graduate theses on educational TV; more inquiries from persons in vari-

ous professions on how to get into ETV.

3. Scheduling of panel discussions and workshops on ETV at meetings and conventions.
4. News of activities on the part of local chapters of national organizations, as reported in press clippings received almost daily, show approximately 100 per cent growth in efforts of local groups in the past year.
5. Inquiries from areas where formerly no interest was shown at all.
6. A growing number of requests from business and industry on programming and background information.
7. Increase in support by commercial broadcasters in various communities building ETV stations: Memphis, New Orleans, Philadelphia.
8. Stories or news columns in such national publications as *McCall's*, *Parade*, *Changing Times*, *Newsweek*, *Time*, *Life*, *Saturday Evening Post*, *TV Guide*, *Catholic Digest*, *The Freeman*, *Saturday Review*, *Harper's*, *New York Times Magazine*.

In 1955 alone articles and news items appeared in 43 national organization publications. Year end questionnaires returned by organizations indicate interest in stories on ETV for future issues of their publications.

Since January 31 requests for information and material on educational television are being referred to Dr. Harry Newburn, president, Educational Television and Radio Center, 1610 Washtenaw Avenue, Ann Arbor, Michigan; matters pertaining to reservations or the FCC to Ralph Steetle, executive director, Joint Council on Educational Television, 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

Schools Now Accept Ed. TV*

Constance Warren

President-Emeritus, Sarah Lawrence College

TELEVISION in the home is now a commonplace, even in remote country districts. It is a commercial business offering programs with the largest possible entertainment value to attract the largest possible audiences to benefit its advertisers.

Television in the school house is becoming a commonplace, but in our region (Maine) it is a new and exciting idea. This is educational television offering programs based on interest (interest and entertainment are often synonymous) to smaller, but eager audiences. This kind of television is not allowed to carry commercials and must be supported at public expense. It provides educational and cultural programs — for the whole community, pre-school, in-school and after school.

We teachers are especially concerned with what it can do for our schools. It can bring the most gifted teachers from all parts of the state or in fact from anywhere in the United States, right into the classroom to supplement the work of the class teacher. Such a program lasts usually from 15-20 minutes of a school period and is scheduled far ahead. The class teacher has a printed guide describing the coming program, suggesting ways to prepare the class for it and to follow it by class discussions, individual experiments, reading, and perhaps the use of other illustrative material.

I watched a gifted teacher walk into a classroom via the screen and with excellent charts, explain a difficult problem in fractions. Many of us have listened to Frank Baxter from the University of Southern California make Shakespeare's plays a lasting experience. Scientists bring to our classrooms via ETV screens laboratory equipment such as few schools can afford. History teachers illustrate their ETV talks by a wealth of material from distant museums as well as by screen pictures of places and people.

Italian, French, German and Spanish teachers demonstrate on a screen how their lips form the words they are speaking and illustrate life in those countries. Teachers of elementary science bring animals, insects, plants and even trees into the classroom. Expert elementary teachers show how to teach beginning reading, spelling, arithmetic by the latest methods. These are but a few examples of the way television can be regularly used to enrich and supplement the work of the classroom throughout the grades and high school. It is just as effective in a one-room district school as in a big city school.

Television is particularly useful in teaching specialized subjects. School systems of large cities often employ visiting teachers in many of these fields although their work usually has to be spread very thin. But most teachers have

* Reprinted from THE MAINE TEACHER, September, 1955.

to struggle alone with these specialized subjects in addition to their regular loads. Now the television screen can come to their rescue. One gifted teacher of beginning French has set little children in many states to talking, playing games, singing songs in that language while giving them quite a picture of how the French live. Another in Rochester, New York, devised lessons in second year French and Spanish for women doing their morning chores at home. It was so stimulating that all the schools and some colleges within the range of that station tuned in regularly. Art teachers are not only teaching art appreciation but instructing classes in painting and sculpture via the screen. Music teachers are training groups in orchestral music, in music appreciation and in one region giving piano lessons successfully over television. Health, safety, automobile driving, job counselling, citizenship, current events are all being taught that way. In Philadelphia I watched an outstanding local teacher, with the aid of a few of his pupils, bring home vividly to thousands of other children in their classrooms the ways by which the State of Pennsylvania guards their liberties. This was in response to a state requirement that schools teach Pennsylvania history and government.

Pittsburgh has pioneered in establishing a "High School of the Air." It offers three regular high school subjects a week in the evening over television for those who feel they need a high school education but are too busy or too old to go back to school or who are ashamed to have it known that they never graduated. These tele-students have regularly assigned lessons and take examinations in the usual way for graduation.

The sending of special teachers

to home-bound children has always been a big financial burden to the state. In several areas many of these children are doing much of their learning over television. They feel (for the first time) part of the class they watch. One visiting teacher can thus serve more such pupils.

In some sections of the country, courses in teacher-training are being held over television. At the close of the school day teachers gather in groups in a schoolroom to view such programs and to discuss them. Advanced courses for credit in teaching techniques are also being held on Saturday mornings during the school year, thus freeing teachers to seek new pastures in their precious summer vacations and still obtain advancement.

Many television programs are nationwide in their usefulness. Others must be locally produced to fit the region they serve. Local programs are often "live" ones, but many of them, for nationwide use, are filmed or kinescoped. Gradually the best of the films and kinescopes from this country and abroad, are being assembled by the Educational Television and Radio Center at Ann Arbor, Michigan. Established by the Fund for Adult Education of The Ford Foundation, the Center's function is to circulate excellent teaching films among educational television stations throughout the country.

How effective is teaching by television? There has been some fairly scientific testing in a variety of schools and colleges, but the armed forces have made the most intensive studies so far. That is because they must teach a great many facts, some of them very technical, to a great many new recruits in a great hurry. This forced them to discard many edu-

cational traditions and seek new, more effective methods. They have been quick to seize upon television as an educational tool and test its efficiency.

Recently the U. S. Army Signal Corps has published its findings. They are based upon a careful comparison of comparable groups of men taught by the same instructor, using the same material, in a classroom and on television. The results showed that television instruction was fully as effective, and often more so, than classroom teaching, even where complex material was involved. They also found that most students preferred television; that lower aptitude students, in particular, learned more readily over television; that most people learned faster, often twice as fast, and remembered what they had learned as well or better. Television was particularly effective in reviewing. These findings are in line with the reports of teachers of children of all ages. Teachers and their pupils are enthusiastic.

There are many reasons why television is such an effective teacher of facts. Sight, sound, motion and immediacy combine to make the impact on the pupil very forceful. Also it is novel, but its basic strength is so great that we need not fear that time will lessen its effectiveness.

Much of what the pupil learns through books is necessarily abstract. Young people have had so little experience in living that it is difficult for them to apply much of what they study in books to real situations. Television translates the abstract into reality. Learning becomes more closely associated with living and takes on a new and exciting meaning.

I would be willing to predict that where television is widely and intelligently used in classrooms

"dropouts" will be greatly lessened. Many of these "drop-outs" in the past have been children who were slow learners, humiliated because of the difficulty of keeping up with their class. There is good evidence that television greatly increases the capacity of these slow learners to learn. Many other "drop-outs" have been found to be pupils of good intelligence who "could not see any sense in what they were studying." If television can translate abstraction into reality, school will suddenly become alive to many of them. Another reason for the effectiveness of television is that each pupil has a box seat. Everyone can see clearly what the teacher on the screen holds up, draws on the blackboard, or demonstrates in the laboratory. The teacher seems to talk directly to each pupil as if he were the only person in the class. Indeed so strong is this illusion that young children talk right back to the screen teacher, answer her questions, sing when she sings, do the things she indicates as if she were actually in the room.

The great drawback to teaching by television is that it is entirely a one-way affair. For giving out information it is excellent, (but there is no such thing as class discussion or observation by the screen teacher of the reaction of the pupils). That must always be part of the job of the classroom teacher who has watched the screen with the pupils. Obviously class discussion as "observation" of individual or group reaction must always be an essential factor in education. Indeed it becomes more important as research in psychology reveals more about the way in which young people learn and develop. The class teacher must always, then, work closely with pupils to understand each one and

so direct and help him that he will develop to his fullest capacities through the experiences of school.

The purpose of television in school must always remain that of helping the teacher, not supplanting her. It will increase her effec-

tiveness in many ways. It will be of special importance when the classes are oversized, when she is called upon to teach too wide a variety of subjects, when she has not had adequate training, and when she and her pupils live in isolated communities.

KPFA REPORT:

Honesty and Bias

In the course of most discussions nowadays concerning the mass media, especially modern technological ones like movies, and television, and radio, questions are likely to arise about the public responsibility of these media. The opinion that they need improvement is usually a safe starting premise, but there is less agreement about such questions as "should communications give the public what it wants, or what it needs?" It seems to us that both of these alternatives are wrong-headed, and indeed, arrogant. It seems to us that the only thing we should try to "give the public" is what we want to give.

At first sight, such a stand may appear selfish and egocentric. To people accustomed to thinking in terms of the public welfare and the good society, it may seem downright immoral. But a moment's reflection will suggest that the only genuine communication that ever takes place results not from trying to meet a demand, however unselfishly, but simply from a desire to say something. And this wish to communicate is never wholly disinterested. We

want always to produce an effect, whether the effect is to persuade someone else to do something, or whether it is to have someone else share our knowledge or our experience. Even when we wish to tell others what we believe to be the truth, what essentially moves us is the wish to communicate our discoveries, our views, our visions to others, to have others see the world through our eyes, not the hope that the truth will do someone else good or meet his interests — even though we may believe that the latter also is true.

This is not to say that no distinctions can be made about an act of communication. In judging the value of what we say, we ought to consider the degree of our belief in it, our belief in its substance and in its form. To calculate, with whatever impartiality and altruistic intent, that our statement will have a desired effect on others, though we ourselves are bored with it, or do not quite believe it, is to communicate dishonestly. Honesty is never entirely impartial or altruistic, and honest communication carries its own bias — *KPFA Program Folio*, Vol. 6, No. 19.

Basic Television Lighting Needs

Don Hall

Producer-Director, University of Michigan Television Office

ONE of the major concerns in starting a television operation is the selection of lighting equipment. Intelligent selection depends upon an understanding of individual instrument uses and capabilities. The amount of each kind of light needed is dependent upon a number of variables, studio size, programming variety, possible expansion of operations, etc. Because of these variables no two television production situations are similar, and therefore, no one rule can be laid down which will adequately cover lighting facilities for all situations.

In order to determine what lighting equipment is necessary to outfit a television studio, the writer interviewed production supervisors at eight television stations in the state of Michigan about their particular lighting situations.

The results of the interviews indicated that there exist many differing opinions about television lighting instruments. It would be difficult and rather foolish to state dogmatically that there is only one way to use each light. The best light to use is the one which does the required lighting job most adequately in a particular situation. Sometimes studio construction imposes restrictions and dictates the use of certain kinds of lights. Then, too, programming requirements may cause one station to have an entirely different lighting complement from another.

The production supervisors interviewed did express agreement however, on the different suspension methods and lighting instruments. The agreement is summarized categorically in the following paragraphs:

Suspension — A pipe grid provides the most adequate inexpensive method for suspending lights. The pipes should cross at five-foot intervals to allow the most advantageous placement of lights. The grid should be approximately fourteen feet high. This allows room for the attached lights to hang down and still not interfere with the set-staging area. The pantograph is the most flexible and most expensive hanging device. At one of the surveyed stations, where all programs originate from one small studio and light changes must be made quickly, pantographs are necessary and as a result provide adequate coverage with fewer lights. The straight pipe permits the same up and down movement as the pantograph but must be adjusted by ladder. The "C clamp" is entirely satisfactory if the supporting grid or pipe is at the right height. Careful consideration should be given to all three types of auxiliary hanging devices.

Scoops (Parabolic Floodlights) — The 18 inch scoop is the most satisfactory instrument for providing baselight. It can be diffused and dimmed. It can take its own stand-

ard 1,000W lamp and smaller lamps if so desired, thus making the 16 inch scoop unnecessary. The focusing scoop is too strong a light to be of much use in the average studio situation.

Fluorescents — Fluorescent lights have disadvantages which make them a poor choice over scoops for base light instruments. They cannot be dimmed. They are bulky, take up a great deal of room, and have too general a light pattern. However, they do give an even, over-all flat light.

Spotlights (Fresnel) — It is not a good idea to have too many high or low wattage spotlights. They are either too weak or too strong for the average studio. The 6 inch lens spotlight will take either a 500W or 750W lamp. This is a good versatile instrument. The 8 inch lens spotlight will take lamps from 1,000W to 2,000W. This is a useful light unit also. The amount of higher wattage spotlights needed would depend upon studio size. Naturally, the larger the studio the more higher wattage units would be required. Fresnel lenses are unanimously approved.

Spotlights (Projection) — All stations included in the survey had at least one projection spotlight.

Although it is a specialized instrument, its versatility within its specialty proves very valuable.

Striplights — Although not as essential as the projection spot, the striplight can be put to good use in a great number of situations.

Internal Reflector Lamps — Internal reflector lamps when used singly are very useful for lighting small areas that grid-suspended lights cannot reach.

As a result of this general agreement, the following order of light purchase is suggested:

1. 18-inch scoops
2. 6-inch lens Fresnel spotlights
3. 8-inch lens Fresnel spotlights
4. 500W projector spotlights
5. Internal reflector lamps, used singly
6. Striplights

Initial light purchase should be carefully correlated with initial programming so as not to overpurchase. As programs develop, so also would the studio light complement, until a saturation point is reached still dictated by programming needs.

Consultation with various television lighting manufacturers would benefit the prospective production supervisor. The manufacturers are equipped to give the technical advice which has not been considered here.

SALUTE TO A NEW PUBLICATION!

The AERT Journal, through its editor and the officers, extends congratulations to the members of the Division of Audio-Visual Instruction of the NEA, for the launching of its new publication, *Instructional Materials*.

Purpose of the new magazine is to encourage the improvement of instruction through the more effective use of the wide range of in-

structional materials — motion pictures, television, radio, filmstrips, still pictures — as well as textbooks and other printed materials directly related to the media.

The new DAVI magazine is published in Washington, D. C., under the editorship of Floyd E. Brooker, acting executive secretary of DAVI.

who?

what?

when?

where?

One of Washington's top broadcasting posts changed hands last fall when **Ralph W. Hardy**, NARTB government relations vice president, joined CBS as vice president in charge of its office in the nation's capital. Mr. Hardy succeeded **Earl H. Gammons**, who had directed the office for 13 years, nine of them as a vice president. Mr. Hardy for the past two years has been vice president of the U. S. National Commission for UNESCO and represented NARTB at the UN anniversary celebration in San Francisco in June.

Mr. Hardy's job at NARTB has been divided between **Vincent T. Wasilewski** and **Frederick H. Garrigus**. Mr. Wasilewski, who until September 1 was NARTB's chief attorney has taken over as government relations chief. Mr. Garrigus, well known among educational radio and television leaders throughout the country, fills a new post of manager of organizational services. A long time resident of Boston, he served 13 years as announcer, writer, and production executive on Station WEEL, and during World War II became public affairs director of the Station. He established the Boston College radio department and served as teacher and consultant for Boston University, Curry College, and the Massachusetts Department of Education.

A new radio series began on the Wisconsin State Broadcasting

Service on September 27. Intended for assisting in the in-service training of teachers, **Teacher Time** includes units of programs on community relations, classroom procedure, the exceptional child, reading, and professional problems. The series provides the kind of inspirational and informational materials often included in concentrated form in teachers' conventions. Individual programs are broadcast at 4 o'clock on Tuesday afternoons. This makes it possible for schools to incorporate listening to this series as a part of regular faculty meetings. **Frank Brown** of the Wisconsin State Department of Education serves as coordinator of the series, State Superintendent of Public Instruction **George E. Watson** was the speaker on the opening program.

* * *

Two complete modern stations, television station KUSC-TV and a radio broadcasting unit KUSC-FM, were available solely for student use during the fall term of evening classes at the University of Southern California. The closed circuit stations with cameras, controls, panels, lights, and complete studios provided equipment unequaled by any other university in the west, according to **Dr. Kenneth Harwood**, head of the SC Telecommunications department.

Supplementing regular SC faculty for the 'en special courses were a group of Hollywood au-

thorities. **Frank Crane**, managing director of the Southern California Broadcasters Association, presented an evening class on telecommunications advertising. Production of nondramatic programs was featured in a class by **Robert Livingston**, producer for a national TV network. **Edward DeRoo**, producer of Halls of Science, taught fundamentals of radio and TV programs. Evaluation of markets and advertising for both media was given by **Robert Summers**, former managing director of the Oregon State Broadcasters Association.

* * *

A study of the value of educational television, as well as New York State's progress in the field, is now under way for the State Educational Commission in New York. **Dr. Walter B. Emery**, for the past three years general consultant to the Joint Committee on Educational Television in Washington, and newly elected AERT director, heads the study. He is being assisted by an 11-member advisory committee made up of educators and headed by **Dr. Kenneth Bartlett**, vice president and dean of public relations at Syracuse University. Dr. Emery, former professor of speech at the University of Oklahoma and at Ohio State University, and one-time legal assistant to the then FCC Chairman Paul A. Walker is on leave for four months from his post on the JCET.

After completing the study he is to report his recommendations to the New York Board of Regents. These are to consist of proposals of what steps, if any, should be taken in the television field. The advisory committee includes, among others, **Dr. Arthur Hungerford**, of the Metropolitan

Educational Television Association, New York, and **James F. Macandrew**, director of broadcasting for the New York City Board of Education.

* * *

A series of eight transcribed documentaries, emphasizing individual rights and obligations under the nation's Social Security Act, are being distributed free of charge to radio stations throughout the United States by district offices of the Social Security Administration, according to an announcement from the Center for Mass Communication at Columbia University, producers of the series under Social Security sponsorship. Distribution began January 1.

Entitled "At the Crossroads," the series stars Faye Emerson. Charles I. Schottland, commissioner of Social Security, appears for a brief statement at the conclusion of each of the documentary dramas.

The mass media, it was explained by Erik Barnouw, editor of the Center for Mass Communication and supervisor for the series, can play an increasingly helpful role in the operation of Social Security, since the law has been extended to many occupations not previously covered and now protects nine out of ten working Americans.

The rights and obligations of people with many different employers; of the self-employed; of dependent survivors of those covered, are among the subjects dramatically demonstrated in the documentaries.

Using the techniques of actuality drama, with Faye Emerson as narrator, the programs demonstrate the operation of the act through individual case histories.

AERT's

Membership

Department



John Adams Rourke

AERT officers, if not the entire membership, realize that an effective membership department is vital to the Association's future. Dues are the only present source of funds with which the services (including the *AERT Journal*) can be supported. The Association has never enrolled sufficient members to do the very best job of which it is capable. But, as members increase in number, all activities can be enlarged and extended.

AERT now has two extremely important individuals on its staff. They are John Rourke, the new membership chairman, and Vee Kounas, the new membership secretary. Because of their importance to the Association's future, members will be interested in the thumbnail sketches of each which follow.

John A. Rourke majored in radio and television at Ithaca College, Ithaca, New York and completed his undergraduate work toward a degree of bachelor of science in radio and television in the School of Public Relations and Communications, Boston University. While a student at Boston University, Mr. Rourke worked as

public relations director of Station WBUR and later as program director.

John has worked for various radio and television stations and has an extensive background in promotional work. He worked for George R. Nelson, Inc., and Nelson Ideas, Inc., Schenectady, N. Y. and New York, N. Y., as radio and television director handling local and regional accounts and as radio and television production manager with duties varying from copy preparation, client contacts to addressing groups and otherwise engaging in various public relations activities. He was assistant to the producer on the "Mohawk Showroom" starring Morion Downey and Roberta Quinlan. John's working career was interrupted by a call from Uncle Sam and he served in the Signal Corps. While stationed at Camp Gordon, Georgia, John was active in television programming, writing script, and public relations activities. He produced a series of 58 television variety programs.

John is currently working on his master's degree in communications at Boston University. He serves as

a graduate assistant in the Communications Division. Memberships and organizations in addition to AERT include: Alpha Epsilon Rho, Alpha Psi Omega (national honorary dramatic society), and the National Serigraph Society.

Vee Kounas, when asked to supply facts about herself, wrote: "How do I get people interested in AERT? Just the other day, I attended a meeting where the groups was discussing the improvement of radio and television. What did I do? During the break, I talked about AERT and tried to let people know more about our organization and its efforts on behalf of the evaluation and utilization of radio and TV. This is one of the most interesting parts of my job. For the most part, my duties are the usual office routine."

Through the generosity of Boston University, Miss Kounas has been awarded a scholarship in exchange for her services to the Association. Vee works on a part-time basis, although the job certainly could use a full-time person. Vee graduated from Boston University, College of General Education, where she received her A. A. degree. She is now a senior at the School of Public Relations and Communications majoring in public relations. Before returning to Boston University for her degree, she worked for the U. S. Government, a credit agency, and in the loan department of a savings bank. Memberships and organizations include: Tau Mu Epsilon (national honorary professional public relations fraternity), president; Lambda Pi Rho (women's public relations service fraternity), secretary-treasurer.

ED. TV FOR PRISONERS

Inmates at Southern Michigan Prison, Jackson, began Michigan State University classes — by television — daily Monday through Friday with the opening of the fall term. The M.S.U. Continuing Education Service announced that 63 prisoners began course work, watching three different telecourses over Michigan State's WKAR-TV.

The Michigan Reformatory at Ionia has 45 students registered this year. The first activity was launched at Ionia a year ago and this fall is the fourth term that Reformatory inmates are earning high school and college credits by television.

Pittsburgh school administrators wanted to find out whether television can help educate adults. To test this, they carried on what Harry A. Snyder, Pittsburgh Extension Education Director, called

"a most astounding demonstration."

A group of inmates in one of Pennsylvania's penitentiaries was enrolled in a course built around television programs. Besides viewing the telecasts, the men studied under supervision three hours a week in each subject together with an added amount of time for self study. Ninety five percent of the examinations taken by this particular group were successfully passed. Says Mr. Snyder:

"This fact in itself is a significant indication of the type of organization and quality of learning that conceivably can take place with a savings in instructional, administrative, and building costs in the public schools and institutions of higher learning through the use of television as the medium of communication."

Edison Awards Announced

THREE network television programs, three motion picture films, two network radio programs, one television station and one radio station received the first National Mass Media Awards of the Thomas Alva Edison Foundation on December 13.

Thirty-eight national organizations selected the winners, who were presented at a dinner at the Waldorf-Astoria Hotel as part of the Edison Foundation's program for improving the quality of the mass media, particularly as they affect juvenile audiences and interest boys and girls in science.

Following an address by one of the leaders in industrial development of atomic power, Walker L. Cisler, president of the Detroit Edison Company, these awards were announced.

Television: YOU ARE THERE (CBS) as "The Television Program Best Portraying America"; "LET'S TAKE A TRIP (CBS) as "The Best Children's Television Program"; and MR. WIZARD (NBC) as "The Best Science Television Program for Youth."

Films: A MAN CALLED PETER (Twentieth Century-Fox) as "The Film Best Serving the National Interest"; THE GREAT ADVENTURE (produced, directed, written, and photographed by Arne Sucksdorff) as "The Best Children's Film"; and THE AFRICAN LION (Walt Disney Productions) as "The Best Science Film for Youth."

Radio: FAMILY THEATER (MBS) as "The Radio Program Best Portraying America" and ADVENTURES IN SCIENCE (CBS) as "The Best Science Radio Program for Youth."

Station WBNS-TV, of Columbus, Ohio, was named "The Television Station that Best Served Youth" in 1955, and **Station WTIC**, of Hartford, Connecticut, was named "The Radio Station that Best Served Youth" in 1955. Each station received a scroll and won for a high school senior in its community an Edison Scholarship of \$1,000 to be used for college education.

A special citation was made to the American Broadcasting Company radio network for "outstanding public service in making reports on the growing shortage of scientists and engineers" to the American people, and to THE IDEA, a Philadelphia television program that has presented 1,700 inventors and encouraged "the scientific imagination of the American television audience."

The Edison Awards have nationwide support in that thirty-eight national organizations chose the winners through written ballot, and eighteen other great national organizations are cooperating in various ways, such as publicizing the award-winning material to their members. In total, fifty-five organizations with aggregate memberships well over 30,000,000 citizens help focus community interest on these awards.

The purpose of the awards program is to encourage mass media productions that (1) make meaningful the values of the American tradition; (2) present heroes and ideals worthy of emulation by children; (3) interest young people in science and in scientific and engineering careers (in view of the serious shortage of scientific manpower); and (4) eliminate unwholesome elements.

During the awards presentation ceremony, Mr. Charles Edison, the Edison Foundation's Honorary President and former Governor of New Jersey, explained why the award for "The Film Best Serving the National Interest" was established. It is the first award of its kind.

"Too often," Mr. Edison said, "a false impression is gained of American life from spectacular, violent, or sordid films. There is a great need for motion pictures that promote the true interests of our people by portraying America in a manner to increase understanding both at home and abroad of the American way of life and the ideals of the American tradition."

The power of the influence of the mass media on children was

stressed by Dr. Robert C. Clothier, Vice-President of the Edison Foundation, who presented the awards for children's productions.

"We must realize," Dr. Clothier said, "how many hours a child spends viewing films and TV or listening to the radio. It is imperative that material harmful to children be eliminated, and wholesome, constructive programs and films be available."

Dr. Clothier also disclosed that no award was given this year to "The Best Children's Radio Program" because the Foundation's Committee on Recommendations in the field of Radio felt there was no nationally available children's radio program that merited an award this year.

ED. TV GETS ROCKET SERIES

"Frontier to Space," a new series of 26 programs dealing with the fundamentals of rocketry and space exploration, has been accepted for national distribution by the Educational Television and Radio Center in Ann Arbor, Michigan. The series has been released and is now available to all 14 educational television stations now broadcasting.

Intended to acquaint viewers with the basic problems of jet propulsion and the capabilities and limitations of rockets in their present state of development, the series was produced by the physical science laboratory of the New Mexico A and M College.

Two of the programs deal with the development and the reasons for launching artificial earth satellites.

The series features discussions of rocketry by one of the top authorities in the field of upper air research, Dr. R. K. Sherburne,

physicist with the physical science laboratory of the New Mexico college. Dr. Sherburne is narrator for all 26 programs, which will bring to the viewer actual shots of rocket launching.

"Frontier to Space" was filmed with the assistance of the White Sands Proving Grounds in Fort Bliss, Texas; the Applied Physics Laboratory of Johns Hopkins University; the Naval Research Laboratory; the Upper Air Research Center of Sunspot, New Mexico; and Holloman Air Force Base.

Producers of the show are Paul Rader and Fred Lawrence and the director is Joe Lacovic.

The Educational Television and Radio Center, an organization which serves to encourage the best in educational TV, was established by the Fund for Adult Education. The Center later will offer "Frontier to Space" to schools, colleges, and universities and other community organizations through the Extended Services Program.

Ford Grants 6½ Million

Three grants from the Ford Foundation totaling \$6,493,840 in support of educational television have been announced jointly by Ralph Lowell, chairman of the Board of the Educational Television and Radio Center and by Albert N. Jorgensen, chairman of the newly created Joint Council on Educational Television.

Lowell and Jorgensen termed the action a significant step toward strengthening and expanding the national educational television movement. Two of the grants, one of \$6,263,340 and the other for \$90,500, go to the Center, and the third grant of \$140,000 goes to the Joint Council on Educational Television.

"These grants will aid materially in efforts directed at the coordination and expansion of educational television and will mean the wider and more effective utilization of the channels reserved for educational stations," the two officials declared.

The largest grant of \$6,263,340 made to the Educational Television and Radio Center will cover major operating costs of the organization from 1957 through 1959, according to Center President H. K. Newburn. It will be possible with this support to accelerate the Center's program service to the educational television stations both quantitatively and qualitatively, he said.

By 1959 the Center will be able to distribute approximately double the five hours weekly of television programs which are now made available on film to the nation's educational stations. At the same

time, the new funds will permit the expenditure of greater amounts per program, thus making it possible to improve materially the over-all quality of the program efforts.

Staff and facilities will be expanded to care for the increased service. The educational stations will be encouraged to participate more fully in Center acquisitions by producing programs under contract on an annual basis, said President Newburn.

Funds also will be available for expanding radio program production and for more comprehensive activities in research and audience evaluation. "During the period covered by the Ford grant the Center and its affiliated stations can go far toward making adequate and appropriate use of this great new technique for educational and cultural advancement," Mr. Newburn asserted.

The other two grants make possible the continuation of activities which have centered in Washington, D. C., and which have had as their major purpose the development of enlightened support among educators and laymen on a national basis.

The first, totaling \$140,000 for the year 1956, was made to the Joint Council on Educational Television, a new organization built upon the earlier Joint Committee on Educational Television which from the beginning has done much to organize educators and others in support of educational television.

This Council, which will be more widely representative than the earlier organization, will continue to work toward the preservation and utilization of those channels reserved by the Federal Communications Commission for educational television and radio stations.

It is anticipated that membership in the Council will be extended at an early date to include further lay interests such as were represented by the National Citizens Committee on Educational Television, according to Ralph Steetle, executive director of the Council.

Already represented in the Council are the American Association of School Administrators, the American Council on Education, the Association for Education by Radio-Television, the Association of Land Grant Colleges and Universities, the Educational Television and Radio Center, the National Association of Educational Broadcasters, the National Association of State Universities, the National Council of State School Officers, the National Congress of Parents and Teachers, and the National Education Association of the United States.

The third grant for \$90,500, also awarded to the Educational Television and Radio Center, will be used to continue certain activities

which for the past three years have been the responsibility of the staff of the National Citizens Committee on Educational Television.

For some time, it has been clear that certain citizens information services which in the early stages of the movement were assigned to the Citizens Committee now more naturally fall into the area of that organization which provides a national program service. This one-year grant provides for the orderly transfer of these essential activities to the Center and this organization, along with the Joint Council, will continue to provide information and other services to the National Citizens Committee and to its advisory council of 106 members, Mr. Newburn said.

In acknowledging these grants, Dr. Jorgensen and Mr. Lowell noted the Ford Foundation's awareness of the important contribution made by the National Citizens Committee during the past three years when it assumed a major role in the development of citizen interest in the new medium.

Raymond H. Wittcoff, chairman of the Board of the Citizens Committee, has worked with representatives of other national groups in achieving this new pattern of operations. He will continue his participation in the national ETV movement as a member of the Center Board of Directors.

Editor's Note:

Readers are invited to write their views on educational radio or TV subjects. Address letters to Editor, AERT Journal, 301 Johnston Hall, U. of Minnesota, Minneapolis, 14.

Plan Now For Future Ed. TV Use

George L. Arms

Station Operations Manager, KETC, St. Louis

KUHT, the first noncommercial educational television station in the country, has been on the air at the University of Houston continuously since May 20, 1953. In addition to a balanced series of programs covering community and University life, and most of the films available from the Radio and Television Center, KUHT, it is believed, has presented more programs in the area of direct education than any television station anywhere. The following summary of these telecourses, together with certain remarks as to their implications, is presented for the benefit of the many colleges and universities now beginning to show greater interest in this approach to education.

Telecourses Offered — Twenty-five subjects have been presented in whole or in part by television for college credit at the university of Houston. It should be noted that the university of Houston is extremely conservative in its approach to the matter of granting credit for education through television. College credit is not granted for any course pursued by television unless students participate in a weekly class, seminar, or laboratory period. (All other universities which grant credit for courses on television take the position that the increased efficacy of instruction by television produces

a result equal to that obtained through classroom participation.)

The administrative organization of these courses for television has involved several patterns. Some groups have participated in the instruction by television in class, with television receivers provided for them and with the instructor joining them for a post-TV discussion. Other groups have met as a class one day per week and have watched the television instruction at home or in the dormitory on the other day. Some groups have had two periods of instruction by television and two campus classes; some have had one long class and one long lecture by television; some have had two or three weekly classes for a month and then two or three weekly television lectures and no classes for a month.

For some required courses, the television lectures have been repeated morning and night to make them more available to students; for some required courses hard-ship sections not connected with television have been set up for those unable or unwilling to participate in the television instruction. Another type of organization for the multiple section required courses involves registration for a campus class and then having a choice of attending the lectures for the course through the medium of television or through atten-

dance in a lecture hall. (An interesting sidelight to the research information being made available has been noted in connection with this type of procedure.)

An appreciable portion of the student body gets better grades than would normally be expected by attending the campus lectures AND watching the television instruction. (The implications of this for remedial procedures are considerable.) And finally, controlled experiments are being made to determine how successfully the entire content of a semester course can be transmitted through television.

Television Does Teach — The multitude and variety of these experiments at the University of Houston and other important institutions throughout the country have established at least one fact beyond dispute. Learning takes place as a result of television instruction in about the same dimension and at about the same rate as it does within a conventional classroom. The massive experiments performed by the United States Army, the Red Cross study supervised by Dr. Benjamin Shimberg, the various experimental techniques performed by Dr. Richard Evans, the careful study of the classes of Dr. Burr Roney, the latter two of the University of Houston, all have established beyond question what once was a tentative generalization.

While there are many and varied aspects of this research of considerable interest to those who hold that learning is better achieved through televised instruction, or that learning is more quickly achieved through televised instruction, it is important to note that in all the research thus far conducted, there is **no** evidence to indicate that learning through television is not at least as satisfac-

tory as learning through conventional classroom situations.

While it may take from thirty to fifty years for some educators to accept this major educative tool, and while these experiments may have to be repeated for the personal satisfaction of many an academic mind, those who are seriously interested in meeting the tremendous challenge that confronts educators, the challenge of sheer numbers of students, will carefully consider how best to employ this proven device towards the intelligent confrontation of this challenge.

Television Saves Money — Perhaps the first way to indicate the meaning of an educational television station to a university community is in terms of classrooms. If an educational television station can be utilized so as to save capital investment in conventional classrooms, then the investment in the educational television station does not represent an item of additional expense to the university and all the benefits are free. As the university community expands further, additional time may be utilized on the educational television station without additional capital investment, thus freeing money for laboratories, cyclotrons, or stadia, since they seem to be academically respectable.

As the housing problems of overcrowded universities become more and more acute the television classrooms may be made available to students twenty-five, forty, and fifty miles from the university who would not otherwise be able to attend. Through carefully coordinated use of the medium, universities may be able to protect the smaller classes so essential for effective instruction in advanced courses, a prospect which is only remotely capable of achievement along the current vista.

Now this concern for the future is not a new refrain in the educational liturgy, nor is the use of educational television a particularly new variation upon the theme. Insufficient attention, however, is being given to the tempo. It will do little good to build an educational television station in 1960, or to begin to train and orient a faculty (no small task) in 1959.

The administrative experiments necessary to develop the proper techniques with which to handle fifteen hundred students in a single course on television should be carried on immediately and not later when there are two thou-

sand students to be handled. The allocation of funds to an educational television station instead of a classroom building is somewhat difficult after the classroom building has been built. Whatever the orientation, whatever the organization, whatever the necessary administration adjustment, what needs to be done must be done with reasonable promptness.

Let's Begin Now — If educators accept as a premise their obligation to fulfill the educational task of the immediate future, their adjustment of and to the proven utility of televised education should begin now.

HOUSTON'S ED. TV GIVEN \$30,000

Three commercial television stations in the Houston area have joined in providing financial support for the University of Houston's KUHT-TV, pioneer educational station in the United States.

Officials of KGUL-TV, KPRC-TV, and KTRK-TV have announced that the stations will contribute \$10,000 each to the University during the academic year 1955-56.

Dr. John C. Schwarzwald, manager of KUHT-TV, stated, "So far as I know, this is the first time that commercial TV stations have directly contributed to the operational costs of an educational television station. The generosity of the officials of these stations has set an important national precedent."

"With the aid of this support from KGUL-TV, KPRC-TV, and KTRK-TV, KUHT will be able to expand and improve its program

schedule without imposing a financial burden on the University," Dr. Schwarzwald said. "With these and other sources of revenue, KUHT should come very close to the break-even point during the coming year," he added.

KUHT first went on the air in May, 1953. It is licensed to the University of Houston and the Houston Independent School District with the University designated as the operating agent. KUHT programs an average of 40 hours per week and offers from seven to ten telecourses for college credit or homestudy each semester.

"The Houston area is proud of the contributions to the life of our city made by KUHT," said John T. Jones, Jr., president of KTRK-TV. He added, "We believe that educational television is performing an excellent function and that it is worthy of our support."

It is a pleasure for us to make this contribution to the University and to educational television."

In accepting these contributions, General A. D. Bruce, University of Houston president, said, "We are delighted that the commercial television stations in this area have recognized the importance of what we are trying to do in educational television. We are gratified that they have found our efforts worthy of their support and these contributions will mean much to us in accomplishing our objectives."

Jack Harris, vice president of the Houston Post Company and general manager of KPRC-TV, said, "I have watched with a great deal of interest the development of a programming philosophy at KUHT which has aroused national interest and has established the University of Houston in the forefront of American colleges and universities in the area of educational television. KUHT is the undisputed leader in this area. We hope that our financial support will enable KUHT to expand its

contributions to the Houston area and to the nation."

"We regard this commitment as an investment on our part, not a gift," commented Paul Taft, president and general manager of KGUL-TV.

Mr. Taft further stated, "It might be said that we contemplate employment of the University as educational consultants in the television field and have endeavored to underwrite, to an extent at least, their efforts in this area. We believe that this idea may represent an unexplored field for educational television itself and may point the way to the day when educational television across the country may become, in its role of supplier to our industry, a self-supporting function of many institutions of higher learning."

He said, "The educational television stations can perform a great service to us as broadcasters as a training ground for sorely-needed, qualified personnel in this new, mushrooming industry."

RADIO-TV AT SPEECH CONVENTION

Four radio and television programs are being planned for the annual convention of the Central States Speech Association in Chicago, April 6-7, 1956. They are being arranged by Professor Sam Becker, State University of Iowa.

The convention also includes three programs covering various phases of educational theatre, planned by Professor Arthur Ballet, University of Minnesota; a sectional meeting dealing with the problem: "Should the College or University Theatre be Subsid-

ized?"; a demonstration in children's theatre; a sectional meeting on the physical plant in high school theatre for today; and a reading hour, sponsored by Professor Patricia McIlrath, University of Kansas City.

Other areas represented in the CSSA convention program include: speech and hearing, public address, forensics, interpretation, communication, ministerial training in speech, elementary school speech programs, and secondary school speech programs.

See Membership Information on Page 31

Television Informs Public About Its Schools

Louise Hagebush

"Operation Grassroots," Oregon

THERE is a growing desire among school administrators and teachers in our school district to enter the field of advertising! They wish to use information about the schools, their methods and purposes, and their problems and needs as products advertised. They are convinced that citizens are interested and deserve to know just how their tax dollars have been and are being spent. School enrollments are on the increase, not only here in our own Oregon community, but all over the nation. As we all know, such increasing enrollments are creating many problems that must be shared by all. Not long ago, members of our faculty and administration held a Saturday meeting entitled "Operation Grassroots." People from the newspaper, radio, and television were invited to attend and in several panel discussions advised teachers how to make the best use of the mass media to interest, to explain, and to inform the public about their public schools.

The following television programs have been an out-growth of "Operation Grassroots" and the ideas used for the programs are submitted with the hope that schools having commercial television stations in their communities will not hesitate to consult with TV personnel for time and production assistance.

Actually, no member of our staff had had previous experience with TV production or script writing, but after brief conferences with busy TV personnel we have produced one program each month. The series is entitled *Better Schools Mean a Better Community*. Since KVAL-TV serves not only our city, but most of the western part of the state, we have tried to make the programs of general interest. We were also told that a beginning station is limited as to equipment—ours has at present only one camera, a few props, and a rather limited area for producing live programs. This has meant that we cannot use large numbers of children and must provide all our own furniture and visual aids.

For the first of the series, four school superintendents from Lane County were presented in "Operation—Information." Each superintendent dealt with a phase of school problems: increasing enrollment, school building needs, school finance, and teacher shortages. A large book (11" x 14"), containing appropriate pictures to illustrate the speakers' comments, was constructed by the Manual Arts Department. The pictures were 8" x 10", dull finished. They showed old and new buildings, crowded classrooms, teachers and their classes, special rooms—such as cafeteria, health—desirable building sites,

and buildings under construction. The pictures cost approximately thirty cents each. The speakers turned the pages of the book as they spoke and the camera was often as close as four inches from the picture.

The second program presented the work of the school Health Department in aiding children with hearing disabilities. The school physician introduced the program; an audiometer test was given to four youngsters; and then parents came in to the physician for a conference based on the results of the tests. In this way information was given as to the procedure to be followed. The studio microphone was placed just over the heads of the children and sounds from the audiometer were picked up clearly. It was necessary to put a little pan-cake on the front of the audiometer to keep the metal dials from reflecting light. The program was concluded with the physician interviewing one of the leading ear specialists.

The Audio-Visual Aids department presented the third program. In this production, we used a classroom teacher and ten children. A brief introduction was made by the audio-visual aids supervisor and then we went to the TV classroom. Since that group had been studying plants and insects, the class had decided to present their study of the bee. The teacher prepared the children to view a film, using the blackboard for questions and vocabulary. Three minutes of the film were shown, and follow-up procedure demonstrated. One of the youngsters then announced that her neighbor, a bee-keeper in

our community, was coming to bring a hive and other visual aids that they might use. The bee-keeper (a seventy-year-old gentleman who really has kept bees for some twenty years) came in wearing the rather dramatic "costume" used for robbing hives. He showed the combs, which were quite effective in front of the TV camera, and explained the construction of a hive. A "camera fade" was made of eager children questioning the bee-keeper.

In a program from the high school Art Department, the instructor used student work, explaining the purpose of the art program and how the student uses his art instruction. A series of slides (2 x 2) were used in the beginning of the program to take the viewer to the high school and into the classes.

Our programs have been thirty minutes in length and time has been changed occasionally to make way for network or sponsored programs. (All time has been donated by KVAL as a public service.) We have found that more interest and response were forthcoming by TV personnel when scripts were supplied to them at least a week in advance of the program. Two rehearsals were held away from the studio to determine time, etc., and one rehearsal in the studio—usually scheduled an hour before the program was to be aired.

Response to the programs has been most gratifying. Citizens have indicated both by letter and by telephone that the information which our TV programs have made available concerning school activities, is interesting and desired.

TV AWARD FOR FAMILY LIFE PORTRAYAL

For the second consecutive year, a "Family Service Television Award" will be given during National Family Week, May 1-8, to the network television program which "best presents a picture of wholesome American family living."

Plans for the Award were announced by Clark W. Blackburn, general director of the Family Service Association of America, a federation of 260 family service agencies in 230 cities. The agencies are key community resources for people with personal and family difficulties and generally are supported as voluntary services through Community Chests and United Funds.

The Award winner program will be selected by the scoring of thousands of citizen judges, named by the agencies from their board members and professional staff. On March 25, judges will terminate a survey on the number of network family situation programs and evaluate them on the basis of a given group of questions such as "Is parenthood portrayed with dig-

nity?" and "Does the family provide an outlet for quarrels, disagreements, and worries?"

Recognizing the impact of a powerful medium like television on the ideas and attitudes of Americans toward family relationships, the Family Service Association is making the Award to encourage improvement in the portrayal of the family on television and to emphasize to the public those programs which do the best job.

Each judge's score sheet will be forwarded to the New York offices of the Association for tallying with those from watchers in other communities and for selection of the final winner. In 1954, the first Family Service Television Award was given to the program, *Mama*. The Award itself is in the form of a specially designed terra cotta plaque created by Lucy Coons, San Francisco sculptress.

Harry Gersh, of Jewish Family Service, New York is chairman of the special committee of the Association working out plans and arrangements for the Award.

NYU TV PROGRAM CONTINUES

America in the Making, New York University's television program presented in cooperation with WCBS-TV (Channel 2), began a second 13-week series in February.

Dealing with the culture and customs of colonial America, the program is seen from 10 to 10:30 a.m. on Saturdays. During the sec-

ond series it continues to examine the various facets of life in early America from two viewpoints—history and art. Historical objects are again being obtained from the American Wing of the Metropolitan Museum of Art and other historical agencies.

America in the Making is offered

in association with the Metropolitan Museum of Art and the Educational Television and Radio Center (established by the Ford Foundation). Film recordings of each program are being made and will be distributed by the Center to educational television stations in this country.

Featured on the program are

Ormond J. Drake, assistant secretary of New York University, who acts as the program's host; Robert L. Iglehart, professor and chairman of the department of art education; and Dr. Bayrd Still, professor of history. Warren A. Kratzer, the University's director of radio-television, is producing the series and Lewis Freedman of WCBS-TV is directing.

FUTURE OF RADIO

Radio will resume its long-term growth in a few years not only because of population increase but also because of personalized listening, both in and out of the home, Adrian Murphy, president of CBS Radio, predicted recently.

The CBS Radio president stated that radio has recognized the competition of television in the living room and has spread out through many other rooms in the house.

"Within the home, in 1948—before television — 56 per cent of radios were in the living room, only 44 per cent outside. Today, however, the situation has reversed itself with only 34 per cent of radios in the living room and 66 per cent outside it," Mr. Murphy said.

"But," he emphasized, "there are 60 million rooms where there is a radio set and no television set, and there are radio sets in 26 million automobiles and in 10 million public places."

In fact, he continued, radio today has nearly 97 million exclusive locations within its total of 111 million.

As a further example of personalized listening, Mr. Murphy explained that the new Regency model radio "is the first set using transistors rather than tubes. It doesn't take much imagination to project the influence of this trend on radio listening in general."

Continuing on the tremendous out-of-home listening to radio, Mr. Murphy pointed up the fact that beginning in 1955, Nielsen, for the first time, started reporting "auto-plus" to total radio listening.

"We in radio have too long thrown away automobile listening as an intangible plus—but for the future we shall have it as a measured asset on a regular basis," he stated.

Radio is keeping pace in this transition period with its new program patterns, in its pricing of nighttime facilities, and in the selling patterns it offers.

Radio continues strong; television has only a third to go to full saturation, so radio has little more to lose to television, Mr. Murphy concluded.

INDIANA AUDIO-VISUAL SERVICE

Educational television programs, developed for national distribution by the Educational Television and Radio Center, are now available

for classroom and other audio-visual purposes through an arrangement with Indiana University. Announcement of the agree-

ment was made by Dr. H. K. Newburn, president of the Center.

Under terms of the agreement, Indiana University serves as the national center for non-television distribution of these educational program materials. The project is planned to be self-liquidating with income from sales and rentals paying for the cost of the service.

By means of this service benefits from educational television production are extended to universities, colleges, school systems, and other educational agencies in every part of the nation. The programs available include lectures by some of the nation's great teachers, significant and timely discussions

of important topics, and dramatic illustrations of scientific and other developments in education. They are selected from series on which rights and clearances have been obtained for the additional uses.

The Center will continue to handle all television distribution of its programs. At the present time it is distributing programs on a regular basis to fourteen educational television stations and to an additional four universities for use on local commercial stations in areas without ETV stations.

The Indiana audio-visual department, considered one of the nation's finest for educational films, is headed by L. C. Larson.

INTERVIEW DETROIT WOMEN

Wayne University Station WDET-FM and Station WXYZ report a popular radio series, *Detroit Women*, which began some months ago.

Cooperating with the Women's Achievement Committee of Detroit, the two stations set up a series of fifteen quarter hour interviews with women instrumental in Detroit's civic and cultural affairs.

On each program one woman of achievement is interviewed in her home by Mrs. Lola Jeffries Hanavan, chairman, Women's Achievement Committee. The series tells the part women have played in Detroit's community development.

All programs are first presented on Station WDET-FM on Tuesday, and rebroadcast on WXYZ-AM the following Sunday. The first program presented Louise C. Grace, president of the Detroit Board of Education as guest.

Among the outstanding women interviewed were Eleanor Hutzel, commissioner, Women's Division, Detroit Police Department; Lila M. Neuenfelt, Circuit Judge, Wayne County; Sister Mary Honora, president, Marygrove College; Mrs. Joseph Welt, president, National Council of Jewish Women; and Laura Osborn, first woman elected to Detroit Board of Education.

BREAK FOR NEW JERSEY

Some time ago, WOR-TV started transmitting from the Empire State Building instead of its tower in North Bergen, N. J. This was

in an effort to have its signal reach a more populated area in Long Island, southern Connecticut and Westchester County.

Later on, Gordon Gray, vice president of WOR, offered the transmitting tower in North Bergen to the states of New Jersey and New York for educational purposes. This certainly is a break for New Jersey, where TV plans have materialized much faster than in New York.

One of the six channels reserved for New Jersey is at Montclair State Teachers College. The college is located some 15 air miles from the WOR tower. Under the original plan, the tower would be located near the college. WOR's offer to turn the tower over to the state would eliminate tower construction costs.

Furthermore, with the tower in North Bergen, a much larger population could be reached than if the tower were located on top of the Watchung Mountains, closer to the

college.

AERT members in New Jersey are rejoicing and hope that the State Department of Education accepts the offer to get channel 66 at Montclair and provide educational telecasts to the most populous area in the state.

Dr. Carrie Losi, director of guidance for the Newark, N. J. schools, Leon C. Hood, AERT Journal staff member, and Ra Miller of Fairleigh Dickinson College are combining their efforts to get radio and TV information to guidance personnel. Dr. Losi is president of the N. J. Guidance Association and heads the national TV committee of the American Personnel and Guidance Association. She and Marie Scanlon presented *High School Ahead* over WATV, channel 13 last year with marked success.

ILLINOIS TRAINING PROGRAM

Training for television began in the University of Illinois School of Journalism and Communications in September.

Courses to prepare students for non-engineering television positions have been added to the school's existing radio courses to form a new radio-television curriculum. New courses include television laboratory, television script writing, television directing, television news, and cinematography.

Several radio courses have been revised to include television material. They are principles of radio and television broadcasting, regulation, advertising, advanced practices, and station management.

Students at either the graduate or undergraduate level may follow a combined radio-television

course of study. Two years of college-level work is required for admission to the undergraduate program. Graduate students must have completed the requirements for the bachelor's degree with a grade average that meets the requirements of the Graduate College.

Chairman of the radio-television division is Frank E. Schooley, associate professor of journalism and communications and director of University Broadcasting. Schooley has been manager of the University radio station, WILL AM-FM, for a number of years. He has also served as executive director of NAEB and is now president of the organization. He was formerly its treasurer and a member of its Board of Directors.

AERT CONVENTION
DESHLER-HILTON HOTEL
COLUMBUS, OHIO



APRIL 17, 1956



Business - Meetings - Guest Speakers
Annual Luncheon

Detailed Plans Will Be Announced Later



Note the Date and Encourage
All AERT Members
To Be On Hand for OUR Big Day

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